

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson County School Name: Seneca High School

Person Submitting Amendment: Kimberly Morales

Reviewer: Tara Rodriguez Date Revision Approved: 3-28-18

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
Section 1: Commitment to Serve <ul style="list-style-type: none">• Assessment data• Non-cognitive data• Causes and contributing factors• Strategy selection		
Section 2: Intervention Model (Tier I and Tier II)		
Section 3: Actions <ul style="list-style-type: none">• Technology• Family involvement• Personnel assignments• Redirected funds• PD• Resources• External support• Review policies• Changes in policies/practices• Sustain reform	Yes	Transfer funds From: 0732219 0734 460A To: 0732170 0643 460A On-line Teacher Edition (website access) - \$85.00 Student Workbook - \$18.50 Total cost of teacher access: \$255.00 (Quantity = 3) Total cost of student materials: \$6,012.50 (Quantity = 325) Total: \$6,267.50 Seneca would like to redirect funds to purchase materials for the Illustrative Mathematics curriculum pilot for all Algebra 1 students. The Illustrative Mathematics curriculum has been recognized by district specialists to have the rigor and coherence necessary to improve mathematical instruction. The current curriculum or lack of curriculum utilized for our students has not supported the level of mathematical thinking and modeling necessary to be successful mathematical thinkers. This impacts all mathematical

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		<p>assessment scores. The percentage of students meeting the ACT benchmark in mathematics is 15.8% and the most recent EOC data demonstrated only 24% of students reaching proficient and distinguished. MAP scores demonstrated 94% of students are not currently on track to meet the ACT benchmark of 22 by their Junior year. This trend will continue if we do not change the methods for mathematical instruction.</p> <p>Seneca's Key Initiatives focus on providing deeper learning experiences and engagement for our students. Our instructional goal is to implement, communicate, and monitor the use of instructional strategies that require student collaboration, self-reflection, differentiation, and development of critical thinking skills in support of student learning needs. The Illustrative Mathematics curriculum supports the integration of higher levels of mathematical thinking and modeling within our courses. Illustrative Mathematics has the following guiding principles for the curriculum: contexts before formality, productive struggle, Math is learned by doing, grade level alignment, thoughtful representations, balancing aspects of rigor, purposeful tasks and lessons, and purposeful digital components. Teacher support includes the following: easing teacher workload when possible, supporting teacher learning, and tools for heterogeneous classrooms.</p> <p>During the 2018-2019 school year the Algebra 1 team at Seneca will pilot the Illustrative Mathematics curriculum in order to increase the opportunities for our students to engage in meaningful mathematics tasks that are aligned with the state and district curriculum. This team will share their success with the entire department and grow the use of a balanced curriculum that focuses on conceptual understanding, procedural fluency, and applications. This balanced approach will impact the MAP, EOC, and ACT assessment scores and the mathematical experience for all students and teachers.</p>
Section 4: Timeline <ul style="list-style-type: none"> • Three year timeline 		

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Section 5: Tier I and Tier II annual goals <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 6: Tier III Services <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 7: Tier III Annual Goals <ul style="list-style-type: none"> • S.M.A.R.T. goals • Quarterly benchmarks • District support when not achieving goals 		
Section 8: Consultation <ul style="list-style-type: none"> • Stakeholder input/involvement 		